

Pupil Premium Strategy Statement



This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	155
Proportion (%) of pupil premium eligible pupils	62.6%
Academic year/years that our current pupil premium strategy plan covers	2024-2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sally Craig, Interim-Principal
Pupil premium lead	Siobhan Casey, Deputy Head
Trustee lead	Jem Shuttleworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,640
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£137,640

Statement of intent

Our goal is to ensure that disadvantaged pupils have access to the same opportunities and experiences as their non-disadvantaged peers. Teachers actively identify individual academic gaps, which are addressed through targeted, high-quality support and effective teaching for all pupils. Our professional development programme is focused on equipping staff with the skills to deliver high-quality teaching that meets the needs of every child. Where necessary, targeted interventions are implemented to support pupils in making good to outstanding progress.

The central aim of our pupil premium strategy is to remove both educational and social barriers to learning. A key focus of this strategy is on improving reading, communication and language skills, maths proficiency, as well as broadening wider life experiences for our pupils. We are committed to providing all pupils with opportunities for enrichment, helping them build the cultural capital they need to thrive as successful citizens.

Given the high proportion of disadvantaged pupils in our school, most of the actions outlined in this plan benefit all pupils. However, some are specifically designed to address particular educational or social barriers faced by disadvantaged pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>We have a significantly higher proportion than the national average of pupils from disadvantaged backgrounds and serve a community with significant deprivation. A proportion of our pupils have complex family lives, poor housing and have experienced trauma which impacts on child development and social and emotional needs. Some of our disadvantaged families are experiencing adult mental health issues and can be reluctant to access services.</i>
2	<i>Many of our children live on the Patmore Estate in flats which limits their access to outdoor space and can impact on physical development. Pupils have limited exposure to the wider community and the world around them – this limits their ability to understand new ideas and concepts. It also causes a lack of wider vocabulary or context for development or oracy skills.</i>
3	<i>The impact cost of living crisis has affected the Griffin community both socially and economically. It has affected pupils' access to housing and regular, nutritious food meaning that for some, Maslow's lowest and</i>

	<i>most basic needs (physiological needs such as shelter, food and sleep) are not being met.</i>
4	<i>A decrease in the population of children in the Wandsworth area has affected pupil numbers on roll at Griffin Primary School and in turn, the funding available to the school. As a result, some year groups are mixed. The school site is ageing and significant repair works are needed to ensure the site is safe which is a cost to the school budget.</i>
5	<i>Nationally, there are difficulties recruiting and retaining good teachers. Housing and travel is costly and this can prevent teachers living or travelling to the school. Some of our newer teachers trained during the Covid lock down of 2020 and 2021 and missed elements of their training and teaching placements. As a result, they have missed placements and / or experience in the classroom and establishing clear routines and processes.</i>
6	<i>Pupils eligible for pupil premium have lower attendance rates compared to their peers, with a higher proportion being classified as persistent absentees.</i>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>Improved reading attainment among disadvantaged pupils</i>	<p>Phonics screening results will improve for KS1 disadvantaged pupils and be in line with or above the national average (79%).</p> <p>KS2 SATs results for reading will be in line with national average for disadvantaged pupils (73%)</p> <p>The Little Wandle Program will be implemented across the school to ensure children have rigorous phonics teaching and catch up intervention if needed.</p> <p>Children will leave Griffin Primary school able to read to a good standard.</p> <p>The love of reading will be evident within the school and measured through the Open University Case study.</p>

<p><i>Improved oracy and communication skills for disadvantaged pupils.</i></p>	<p>Disadvantaged pupils will be able to effectively communicate their ideas.</p> <p>Pupils with SALT involvement will achieve their targets and make progress in communication.</p> <p>There will be a closing of the vocabulary gap for disadvantaged pupils.</p>
<p><i>Quality first teaching for all children will ensure disadvantaged pupils make good progress and have access to a broad and balanced curriculum.</i></p>	<p>Sustained and consistent quality teaching across the school demonstrated by: all pupils making good or better progress. KS1 & KS2 Reading, Writing and Math outcomes for disadvantaged pupils will be in line with national data or better.</p>
<p><i>Improved attendance for disadvantaged pupils to ensure learning is not missed.</i></p>	<p>Disadvantage pupils attendance does not fall below 90%.</p>
<p><i>Improved Social, Emotional and Mental Health needs across the school to ensure children present prosocial and learning behaviours.</i></p>	<p>Less behaviour incidents that disrupt learning or reduce learning time.</p> <p>Reduction in suspensions or the application of sanctions.</p> <p>Children are happy in school and display Griffin values.</p> <p>The school rolls out the paths program alongside the Jigsaw curriculum to ensure curriculum coverage.</p>
<p><i>During pupils' time at Griffin, they will experience a wide range of enrichments and experiences.</i></p>	<p>School trips will enrich the curriculum and create tangible experiences for pupils.</p> <p>A wide range of clubs and enrichments will be experienced by our disadvantaged pupils including a residential at the end of Year 6.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Little Wandle Training for all staff delivering program. Daily teaching in Early Years and Key stage One, supplemented by the catch up programs across the school.</i></p>	<p>Delivery of a SSP teaching program is shown to improve reading outcomes in primary school.</p> <p>Children having rigorous teaching of the Little Wandle program and regular assessment to identify gaps.</p> <p>EEF: . Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>1,3,4</p>
<p><i>To improve the quality of teaching through rigorous CPD, coaching and monitoring, ensuring it is consistently good or better.</i></p>	<p>CPD is linked to whole school pedagogy and a coaching programme is implemented where need is identified. Leaders Support teachers to deliver quality first teaching is fundamental in closing the disadvantage gap through planning support, team teaching and personalised CPD within school and across the Trust.</p>	<p>1,5</p>
<p><i>To provide opportunities to improve oracy skills,</i></p>	<p>School participation in Trust Wide Oracy Project/ Program</p>	<p>2</p>

<i>supported by the oracy project.</i>	EEF: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.	
<i>Restructure of the curriculum to expose children to a broad and balanced curriculum with defined subjects. Teachers receive subject specific CPD to enable them to deliver high quality teaching in all subjects.</i>	Our disadvantaged children may thrive in wider curriculum subjects and different areas of interest may support their reading, writing and maths skills. A more prescriptive curriculum can provide support for less experienced teachers. EEF: raising the quality of teaching in specific subjects can raise attainment by 3 to 5 months.	1,2,5
<i>Ensure high-quality teaching of Maths by adopting the White Rose Intervention curriculum and providing staff with training to effectively use it in addressing learning gaps.</i>	Staff are confident to deliver intervention programs and subject lead systematically overlooks the implementation of this program. Our disadvantaged pupils make strong and accelerated progress in Maths due to targeted, purposeful, and systematic interventions.	1,5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Little Wandle rapid catch up, additional blending, fluency and keep up catch up groups.</i>	LSAs deliver interventions of groups to accelerate reading. Teachers to ensure they read with vulnerable children. 1, 2, 4 6 EEF: Reading comprehension strategies can have 6+ months progress and targeted interventions	1,5

	by LSAs can have up to 4 months progress.	
<i>Children receive targeted interventions in Maths from LSAs and Teachers.</i>	Children make good to accelerated progress in maths as a result of rigorous and purposeful intervention.	1
<i>Children receive tailored writing interventions based on data analysis, ensuring that all pupils make good to outstanding progress in writing.</i>	Disadvantaged pupils make good to outstanding progress in writing.	1,5
<i>Class teacher/ LSA to read with all children in the lowest 20% for reading attainment in the school everyday.</i>	Disadvantaged pupils in the lowest 20% that may not have the capacity to read with an adult at home will be targeted to read with an adult one to one everyday. EEF: Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	1
<i>Speech and language specialist support and regular intervention delivered by assigned staff members.</i>	LSA 20 % of time allocated to S&L interventions. EEF: Impact of TAs when delivering targeted interventions is 4+ months.	1,3
<i>Support children with SEMH needs through nurture group, Lego Therapy, Play therapy and zones of regulation support.</i>	Improved SEMH will lead to a calm settled environment conducive to learning. It will enable staff to focus time on cognition and learning or communication interventions. EEF: Social and emotional learning can have +4 months progress	1,2,5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Broaden the experiences and trips for other pupils to enrich the curriculum.</i>	Each Year group from Year R to Year 6 book a minimum of 3 trips or experiences across the academic year. Parents provide voluntary contributions but this is subsidised. This also helps develop the cultural capital of our disadvantaged children. Year 6 pupils take part in a residential. EEF: Social and emotional learning can have +4 months progress	1
<i>Improve attendance and punctuality of disadvantaged pupils through targeted support.</i>	Children need to be in school in order to make academic progress.	1,5

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*